

Using Dictionaries and Glossaries

STUDENT OBJECTIVES

- Identify the parts of a dictionary entry
- Use a dictionary to find definitions
- Use a glossary to find definitions of specialized terms

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 205–206
- **Teaching Model**, “Using the Dictionary,” p. 207
- **Practice Worksheets**, Levels A and B, p. 208–209
- **Reteaching Worksheet**, p. 210

TEACH

1. **Dictionary and Glossary:** Pass out the **Lesson Summary** and guide students through the **Academic Vocabulary**. Explain that a **dictionary** is a reference guide that offers useful information about words. Invite a volunteer to explain how he or she would normally go about finding a word in a dictionary. Challenge volunteers to use a classroom dictionary to find a few words that you dictate, perhaps as a game with points awarded for speed. Finish up by asking students how **alphabetical order** helped them in their searches. Finally, review the definition of a **Glossary**. Have students find an example of a Glossary in one of their schoolbooks.
2. **Teaching Dictionaries and Glossaries.** Use the **Lesson Summary** to review the six steps in using dictionaries and glossaries.
 - **Guide Words:** Distribute the **Teaching Model**, which shows one page of an abridged version of the *American Heritage Dictionary*, 4th edition. Read aloud the **guide words** at the top right-hand corner of the page—*enjoin* and *enter*. Explain that guide words appear on every dictionary page to show the first and last words on that page. Since the words in the dictionary are listed in alphabetical order, that means that all the words on the page fall between the two guide words alphabetically. Tell students to use guide words when flipping through a dictionary to find a word. For example, you can tell that the word *error* will not be defined on this page, since alphabetically it comes *after* the last word on the page, *enter*.
 - **Alphabetical Order:** If necessary, review **letter-by-letter alphabetization**. Point out that all the words on this dictionary page begin with *e*. Therefore, students will need to check the second letter of the word to find the word they are looking for. Most of the words on the page begin with *en*, so students may need to check the third letter to find an entry.
 - **Entry Word:** Tell students that a dictionary **entry** lists a single term and information about it. Ask students to study the entry for *ennui* on the **Teaching Model**. Point out that the entry is printed in dark type and divided into syllables. Elicit how many syllables are in this entry word. (*two*) Also point out that the pronunciation of the word is shown, using **phonetic respelling**. Invite volunteers to pronounce *ennui*. Next draw students' attention to the **part-of-speech label**, *n.*, which appears after the phonetic respelling of *ennui*. Elicit that it stands for *noun*, showing that *ennui* is used as a noun in sentences. Review the meanings of

other parts-of-speech abbreviations, including *v.*, *adj.*, *adv.*, *prep.*, *conj.*, *pron.*, and *interj.*, and the abbreviation *pl* for plural.

- **Definition:** Continue the lesson by asking students to find the entry word *ensemble* on the **Teaching Model**. Note that there are four definitions listed for this word. Invite students to imagine encountering the word *ensemble* in a magazine article and looking it up to check the meaning. How would they decide which definition matched the word as used in the article? Lead students to understand that it is usually possible to rule out most of a word's definitions because they don't make sense in the **context**. It's then much easier to find the meaning of the word as it was used.
- **More About the Entry Word:** Point out the bracketed information at the end of the entry for *ensemble*. Explain that this **etymology**, or word history, tells the reader that *ensemble* comes from a Late Latin word meaning "at the same time." Tell students that a dictionary entry also often provides information on variations of the word. Point out that the entry *enshrine* is followed by the word parts *-shrined* and *-shrining*. Elicit that this part of the entry provides the spelling for two common verb forms of *enshrine*, *enshrined* and *enshrining*. Similarly, the word *enshrinement* at the end of the entry lists the noun form of *enshrine*. Finally, ask students to find the entry word for *enrapture*. Point out that this entry lists a series of **synonyms**, or words with similar meanings, for the entry word: *entrance*, *ravish*, *thrill*, *transport*.
- **Glossary:** Review the definition of a glossary with students. Ask students what types of terms that might find in the glossary of the following books:
 - a medical text (*medical terms, such as cell and bone*)
 - a math book (*mathematical terms, such as equation and percentage*)
 - a book on "How to Play the Piano" (*musical terms, such as note and beat*)

USING DICTIONARIES AND GLOSSARIES , CONTINUED

QUICK CHECK. To test students’ grasp of the lesson, ask the following questions about the entry words on the **Teaching Model**.

- How many syllables form the word *entablature*? (*four*)
- What is the part of speech of *en masse*? (*adverb*)
- What is the meaning of *ensile*? (*to store fodder in a silo*)
- Which definition given for the entry *enrich* is intended in this sentence? “Farmers enrich their soil with nitrogen fertilizers.” (*definition 3*)
- What is a noun form of the adjective *enormous*? (*enormousness*)
- What is a synonym for *entangle*? (*catch*)

Practice and Apply

Two worksheets on using the dictionary appear on pp. 208–209.

- Assign **Practice Level A** to students who need more structured activities.
- Assign **Practice Level B** to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. *b* 2. *a* 3. *a* 4. *b* 5. *c* 6. *interjection* 7. *five* 8. *definition*
2 9. *hallucinatory* 10. *Hallowe’en*

Answer Key: Practice Worksheet B

1. *c*
2. *b*
3. *d*
4. *b*
5. *b*
6. *d*
7. *magnificent / magnificent*
8. *The word comes from the name of Ceres, the Roman goddess of agriculture.*
9. *Verbose means “wordy” or “using more words than necessary.” Sample: Most people were impatient with the candidate’s verbose answers to questions.*
10. *The word mauve is the name of a reddish-purple color.*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should correctly answer items 1–5 and at least three out of items 6–10.
- **Practice Worksheet B:** Students should correctly answer items 1–5 and at least three out of items 7–10.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the examples and relate them to one or two new examples, brainstormed with students. Then, have students complete the **Reteaching Worksheet**, p. 210.

Answer Key: Reteaching Worksheet

- 1.** *False;* **2.** *True;* **3.** *False;* **4.** *False* **5.** *True;* **6.** *True;*
7. *False;* **8.** *True;* **9.** *True;* **10.** *True*